Montana
Office of Public Instruction

ARP-ESSER Public Comment

Webinars

Office of Public Instruction Staff

Session Purpose

The purpose of this webinar is to elicit public participation and comment for the American Rescue Plan-Elementary and Secondary School Emergency Relief Fund (ARP-ESSER).

The purpose of ARP-ESSER funding is for Montana schools to safely reopen and sustain safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic.

Your participation in this webinar is critical to the overall process and considered formal public comment.

ARP-ESSER Stakeholder Input

Timeline outlining the process with stakeholder involvement:

- **May 11, 2021:** Launched survey
- **May 14, 2021:** Presentation to the Montana BPE
- **May 17, 2021:** Consultation with the Governor's office
- **May 17, 2021:** Webinar 1 for public input, 9:00am-10:30am
- **May 17, 2021:** Webinar 2 for public input, 4:00pm to 5:30pm
- **May 18, 2021:** Discussion with Education Advocates
- **May 18, 2021**: Webinar 3 for public input, 10:30am-12:00pm
- **May 21, 2021:** Survey for public comment deadline
- *June 7, 2021:* Final Draft prepared and submitted to the DOE

Zoom Meeting Rules

This meeting will be recorded.

- When speaking, please identify yourself and speak clearly.

- You may be asked to repeat your comments or questions if there is a delay or issue with the audio.

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Virtual Meeting Set-up

1. Please <u>mute your mic</u> when it is not in use.
2. You are encouraged to <u>share your video</u>.
3. <u>Clearly name</u> yourself as a participant.
4. <u>Introduce yourself</u> in the chat and the stakeholder role(s) you represent.

OPI and Attendee Introductions

OFFICE OF PUBLIC INSTRUCTION
A+
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

WELCOME!

OPI Staff Introductions

Name	Position
Julie Murgel	Senior Manager in the School Innovation & Improvement Department
Anne Bauer	Data Operations Manager in the Data and Technology Service Division
Virginia Diaz	Administrative Assistant
Todd Hanson	School Board Specialist
Jeff Kirksey	ESSER Program Manager
Donnie Wetzel	Tribal, Family, Community Liaison

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Session Agenda

- Welcome (5min)

- ARP-ESSER Overview (20min)

- Focus groups based on State Plan Sections (25min)

- Group Share-Out (35min)

- Closing (5min)

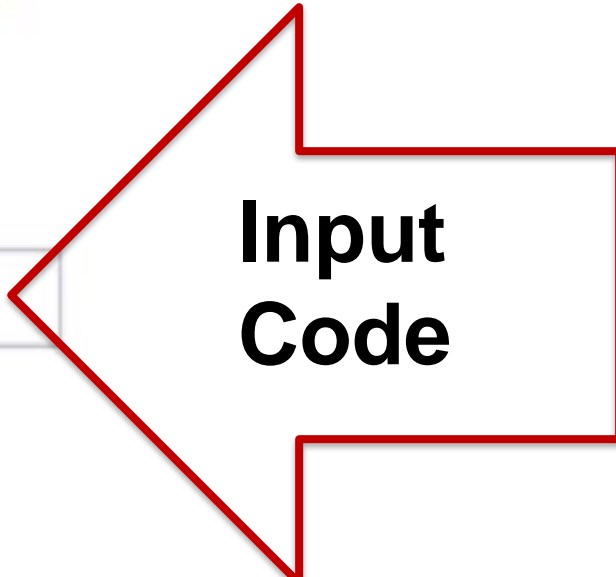# Instructions for Using Menti

Using your device go to:

www.menti.com

Mentimeter

Please enter the code

Input Code

Submit

The code is found on the screen in front of you

Menti #1

- Where are you joining us from (i.e., enter your 5-digit zip code)?

Menti #2

- Indicate the size of your school district (or region) using these options.

Menti #3

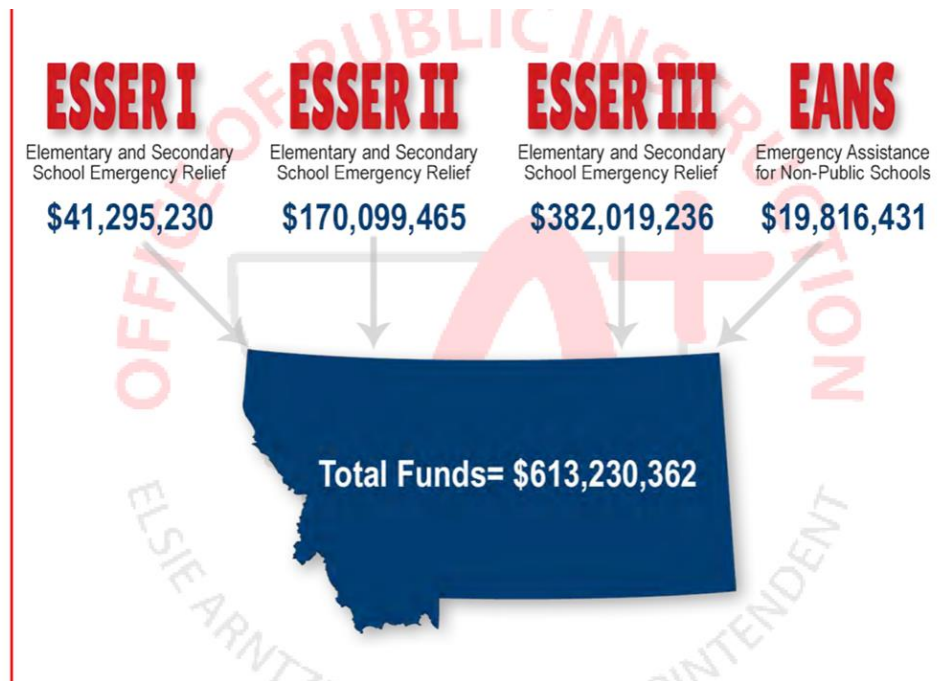- What is your PRIMARY role/position (e.g., teacher)?

ARP-ESSER Overview

ESSER

Elementary and Secondary School Emergency Relief Fund (ESSER):

- 3 Rounds of ESSER funds have been authorized by Congress in response to COVID-19 pandemic.

ESSER I
Elementary and Secondary School Emergency Relief
$41,295,230

ESSER II
Elementary and Secondary School Emergency Relief
$170,099,465

ESSER III
Elementary and Secondary School Emergency Relief
$382,019,236

EANS
Emergency Assistance for Non-Public Schools
$19,816,431

Total Funds= $613,230,362

ARP ESSER Purpose

- Nearly $122 billion to States and school districts

- Help safely reopen and sustain safe operations, maximizing in-person instruction

- Address the impact of the coronavirus pandemic on the Nation's students

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Interim Final Rule

- Published Federal Register April 22, 2021

- Effective April 22, 2021

- Purpose: Promote accountability, transparency, and effective use of ARP ESSER funds

- Comments submitted through Federal Register eRulemaking Portal or postal mail, due May 24, 2021

- Requires meaningful consultation and public input at both SEA and LEA levels in development of ARP ESSER plan

- Ensures that LEA plan addresses the safe return to in-person instruction and continuity of services

ARP ESSER Timeline

- March 24 – States receive access to two-thirds of ARP ESSER funds

- April 21 – ARP ESSER Interim Final Requirements and State Application Template posted

- April 23 – SEA provides an explanation to ED if is unable to allocate ARP ESSER funds to its LEAs within 60 days of receiving the funds because it is not practicable (e.g., because of pre-existing State board approval requirements), which includes a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so (NOTE: An SEA makes allocations when it awards the funds to an LEA—i.e., when the SEA authorizes the LEA to begin to obligate funds in accordance with its needs)

- May 24 – Deadline for States to make first ARP ESSER allocations

- June 7 – ARP ESSER State Plans due

- June 21 – Deadline for States to post information about school mode of instruction, as well as disaggregated enrollment and (to the extent available) attendance data

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ARP-ESSER Due Dates for the MT OPI

May 24, 2021. MT OPI must allocate the school district share of the ARP ESSER funds received on March 24, 2021 within 60 days unless it is not practicable.

June 7, 2021. Due date for submitting the ARP ESSER State Plan to ED.

June 21, 2021. No later than June 21, 2021, but as soon as possible, the OPI must make information available on its website about the numbers of schools in the state providing each mode of instruction, student enrollment data for each mode of instruction by all students and disaggregated by subgroup, and if available student attendance data.

Safe Return to In-Person Instruction and Continuity of Services Plan -- within 30 days of receiving ARP ESSER allocation.

(June 24, 2021)

- Districts must develop and make publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan.

- If a District developed a plan before ARP was enacted that does not address the above requirements, the District must revise its plan no later than six months after it last reviewed its plan.

- Districts need to update the Safe Return to In-Person Instruction and Continuity of Services Plan at Districts every six months through September 30, 2023 and must seek public input on the plan and any revisions and must take such input into account.

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District ARP ESSER Plan – within a reasonable timeline established by the OPI (ED states within 90 days of receiving ARP ESSER funds). August 24, 2021

• How ARP ESSER funds will be used by the District to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance,

• How the District will use the mandatory 20% set-aside for to address the academic impact of "lost instructional time" through the implementation of evidence-based interventions,

• How the District will use the remaining ARP ESSER funds consistent with statutory requirements, and

• How the District will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic.

• The IFR requires Districts to consult with a wide variety of stakeholders when developing the plan.

ESSER Funding

- 90% of the funds must be allocated directly to school districts.

- .50% of the grant amount can be used by the OPI for administration of the grant.

- The remaining 9.5% is assigned to the OPI to be used where it can do the most good in public schools to combat the pandemic.

- For ESSER I this determination was done by the agency, but for ESSER II and ESSER III, the general uses of the grant funds were addressed by the legislature.

- The OPI worked with MT PEC, the education advocates organizations in Montana, to arrive at a consensus recommendation to the legislature for these uses.

- The consensus recommendation was accepted by the Joint Education Subcommittee and included in HB 630 and HB 632.

ESSER Funding

ESSER Funding Summary for Montana K 12 Public Schools

	ESSER I	ESSER II /HB 630	ESSER III /HB 632	Total
Basic Allocation to School Districts	37,165,707	153,089,519	343,817,312	534,072,538
Special Education - Related Services	3,000,000	0	0	0
Supplemental Allocation to School Districts	593,402	3,400,000	3,400,000	7,393,402
Allocation to Other Educational Institutions	30,000	120,000	120,000	270,000
Special Needs Allocation	0	2,500,000	0	2,500,000
Targeted Support to School Districts	0	1,200,000	0	1,200,000
Education Leadership in Montana	0	939,449	555,234	1,494,683
OPI Database Modernization	0	8,000,000	5,475,248	13,475,248
Administration	206,476	850,497	1,910,096	2,967,069
State Learning Loss	0	0	19,100,962	19,100,962
State Summer Enrichment	0	0	3,820,192	3,820,192
State Afterschool Programs	0	0	3,820,192	3,820,192
Other	299,645	0	0	0
TOTAL	41,295,230	170,099,465	382,019,236	593,413,931

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State Plan Template

State Plan Template Sections

A. Describing the State's Current Status and Needs

B. Safely Reopening Schools and Sustaining their Safe Operations

C. Planning for the Use and Coordination of ARP ESSER Funds

D. Maximizing State-Level Funds to Support Students

E. Supporting LEAs in Planning for and Meeting Student Needs

F. Supporting the Educator Workforce

G. Monitoring and Measuring Progress

The Template: Section A

SECTION A: DESCRIBING THE STATE'S CURRENT STATUS AND NEEDS

1. Progress and Promising Practices

2. Overall Priorities

3. Identifying Needs of Underserved Students

4. Understanding Impact of COVID-19 Pandemic

5. School Operating Status

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COMMITMENT TO UNDERSERVED STUDENTS

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities
- Students experiencing homelessness

- Children and youth in foster care
- Migratory students
- Other groups disproportionately impacted by the pandemic that have been identified by the State educational agency (SEA) (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students)

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The Template: Section B

SECTION B: SAFELY REOPENING SCHOOLS AND SUSTAINING THEIR SAFE OPERATIONS

1. Support for LEAs

- How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the CDC

2. Safe Return to In-Person Instruction and Continuity of Service Plans

- How the SEA will ensure that its LEAs post the plan required by the ARP Act and periodically review, no less frequently than every six months, and revise as appropriate their plans
- Plans must describe the extent to which the LEA has adopted policies on the strategies described in CDC guidance

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SECTION C: PLANNING FOR THE USE AND COORDINATION OF ARP ESSER FUNDS

1. SEA Consultation

- Description of engagement and incorporation into plan
- Including opportunity for the public to provide input, summary of input (including any letters of support), and how input was taken into account

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The Template: Section C

SEEKING BROAD PUBLIC INPUT

- Students
- Families
- Tribes (if applicable)
- Civil rights organizations (including disability rights organizations)
- School and district administrators (including special education administrators)
- Superintendents

- Charter school leaders (if applicable)
- Teachers, principals, school leaders, other educators, school staff, and their unions
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

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The Template: Section C

SECTION C: PLANNING FOR THE USE AND COORDINATION OF ARP ESSER FUNDS

1. SEA Consultation

- Description of engagement and incorporation into plan
- Including opportunity for the public to provide input, summary of input (including any letters of support), and how input was taken into account

2. Coordinating Funds

- Description of coordination of Federal COVID-19 funding and other Federal funding
- Understanding whether ESSER I and ESSER II funds have been awarded to LEAs
- Fulfills the 6-month reporting requirement for ESSER II under the CRRSA Act

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SECTION D: MAXIMIZING STATE-LEVEL FUNDS TO SUPPORT STUDENTS

1. State Set-Asides for Addressing the Academic Impact of Lost Instructional Time (At Least 5%), Summer Enrichment (At Least 1%), and Comprehensive Afterschool Programs (At Least 1%) with Evidence-based Interventions

- Description of the evidence-based interventions that will respond to students' academic, social, emotional, and mental health needs
- How the interventions will address the pandemic's impact on each underserved student group
- The extent to which the SEA will evaluate the impact of its programs

2. Emergency Needs

- Building SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions

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The Template: Section E

SECTION E: SUPPORTING LEAS IN PLANNING FOR AND MEETING STUDENTS' NEEDS

1. LEA Plans for Use of ARP ESSER Funds

- Description of the SEA's requirement for LEA plans, including public posting and deadline (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation)
- Extent to which and how funds will implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance
- How the LEA will use the 20 percent set-aside to address the academic impacts of lost instructional time through evidence-based interventions that respond to the academic, social, emotional, and mental health needs of all students and particularly underserved student groups

2. LEA Consultation

- Broad public input and consultation that mirrors SEA plan requirements

3. Monitoring LEA Use of Funds

4. Support LEA Implementation of Strategies Addressing Educational Equity

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The Template: Section F

SECTION F: SUPPORTING THE EDUCATOR WORKFORCE

1. Supporting and Stabilizing the Educator Workforce

- Addressing shortages of educators and other personnel, assistance with identification of most urgent shortages, and actions to fill anticipated gaps

2. Staffing to Support Student Needs

- Increasing student access to key support staff within school buildings (e.g., school counselors, special education personnel, nurses, social workers, psychologists)

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Section G

SECTION G: MONITORING AND MEASURING PROGRESS

1. Capacity for Data Collection and Reporting

- Ensuring SEA and LEA capacity to collect data for future reporting requirements

2. Monitoring and Internal Controls

- Planning for fiscal safeguards, ensuring monitoring capacity, and providing technical assistance to LEAs

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Focus Groups (A-G)
based on State Plan Sections

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Focus Groups

	Section Title	Section
A	Describing the State's Current Status and Needs	Identify progress made, the priorities and student needs, and operating status.
B	Safely Reopening Schools and Sustaining their Safe Operations	Describe State support for Districts in safely reopening school and sustaining safe operations.
C	Planning for the Use and Coordination of ARP ESSER Funds	State plans for consultation and for coordinating the use of ARP ESSER funds.
D	Maximizing State-Level Funds to Support Students	State set-asides to address academic import of lost instruction time, summer learning, and afterschool programs.
E	Supporting LEAs in Planning for and Meeting Student Needs	State support for districts in developing high-quality plans for use of ARP ESSER funds to achieve objectives.
F	Supporting the Educator Workforce	Strategies for supporting and stabilizing the educator workforce and for making staff decisions that will support student needs.
G	Monitoring and Measuring Progress	Describe building capacity to ensure high quality data collection and reporting and to safeguard funds for intended purposes.

Focus Group Discussions

- Select a group (A to G)
  - If you are coming more from a generalist perspective and do not have specific input for individual sections, we recommend you join Group A.

- Identify a note taker

- Host a discussion on key questions for your section

- Capture notes in google document

- Be ready to share-out discussion in 30 minutes

Focus Groups (A-G)
Report Out

Session Summary

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

Menti #4

- What should the OPI take into consideration when developing the district ARP-ESSER templates?

Menti #5

- What type of guidance, professional development, and/or technical assistance opportunities would you like the OPI to make available to districts?

ARP-ESSER Stakeholder Input

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Resources

Survey Link

- Closes on 5/21/2021

OPI Website-ARP ESSER: opi.mt.gov

2021 Legislative Priorities

- BASE Aid plus inflation
- Adding special education to BASE Aid plus inflation
- Fund in-state residential treatment for at-risk students
- Transfer the Broadband for Montana Schools program from the Department of Commerce to the Office of Public Instruction

Program 9 (funding to schools) comparison

Program 6 (state-level activities) comparison

MEET EXECUTIVE STAFF

Federal COVID-19 Waivers

- Summer Food Service Program: extended through Summer 2021.
- Report Card: still required for available data points
- Assessment: ED has not made a decision on spring standardized assessments. The OPI is pursuing a waiver or determining how local interim data could be used instead
- The OPI continues to advocate an extension of the CRF deadline while encouraging the Governor to allocate additional funds to education.

FIND ESSER INFORMATION

Thank you!

For questions or additional information please contact Julie Murgel at Julie.Murgel@mt.gov

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Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**